

SCOTTISH HOCKEY
HOCKEY LEADERS COURSE



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HOCKEY LEADERS COURSE

The Hockey Leaders Course is an introduction to the skills used to play hockey and has been designed to help those interested learn more. Other courses are delivered for people wishing to become coaches (appendix 1). The course is geared towards volunteers and teachers, young players and beginners, 'leading' them into a sport, which they will hopefully grow to love. The course will reflect the philosophy exhibited within the Scottish Hockey's Youth Development Model (appendix 2).

The Course

The course, which will last 6 hours, will consist of a minimum of 1 hour of theory, group discussions and optional video sessions and 5 hours practical. It must be remembered that this course is for people who wish to help other qualified coaches, and not a course for people who wish to improve their own hockey skills, although you will probably find that it will.

During the course each participant will be given a practice to deliver with the rest of the group and they will be observed and given feedback on their performance. Each participant will also receive a Leaders Manual, certificate and a variety of Scottish Hockey resources. All successful applicants will also be entitled to join the Association of Scottish Hockey Coaches. Benefits which can be gained from the Association include:

- Personal Membership Card
- Insurance Cover (Civil Liability of up to £5,000,000) while working with a qualified Level 2 coach or above
- Minimum of 3 newsletters per year
- Opportunity to attend Seminars and Conferences at a discounted rate

These benefits are over and above the usual information that will be distributed once your name and address is held on computer file in the Scottish Hockey Office.

Hockey Skills Section

In the Hockey Skills section there are 1 or 2 exercises given for each skill. There are, of course, many more that you could and should use. Why not try to devise your own practices, or look for more exercises in the many hockey books on the market and speak to the head coach about them?

This course was originally devised and written by Andrew Scoular when he was Scottish Hockey Development Officer and the second edition was updated by Keith Joss, Hockey Development Officer, Glasgow City Council in 1995. Scottish Hockey in 1997 updated the manual as a result of the emergence of the level 1 course and amended this edition in 2002. Now UKCC has allowed us to shorten the course and give more time to small game play.

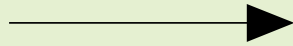
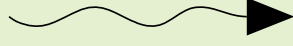
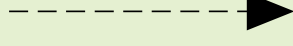




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Technical

Explanation of Keys

The keys outlined below are used to explain the exercises in the following text.

	Path of the ball
	Path of the player with the ball
	Path of the player without the ball
	Symbol for the ball at the beginning of a practice
	A Player. Top of the triangle indicates the way the player is facing
	Player of opposing team. Top of the triangle indicates the way the player is facing
	Flagpost, cones

INTRODUCTION TO STICK AND BALL AND BASIC GRIP

Explain and demonstrate the names, shape and properties of a hockey stick.

- shaft
- head
- flat face or front of stick
- curved back or back stick

It must be clearly explained at this time, that in the game of hockey only the flat side can be used. Using the curved or backstick to stop or move the ball is a breach of the rules and it will be penalised in games.

The basic grip is obtained by placing the flat face of the stick down on the ground with the handle nearest to the person's feet. Lift the stick up with the left hand at the top and place the right hand on the stick half way down.

The 'ready position' is very important and is used in every skill in hockey. The knees should be bent, feet apart and hands in the correct grip as illustrated here.



MOVING WITH THE BALL

- **Step 1**
- bend forward at the waist
 - bend knees to lower hips
 - bend arms at the elbows
 - the ball should be placed to the right and in front of the body.

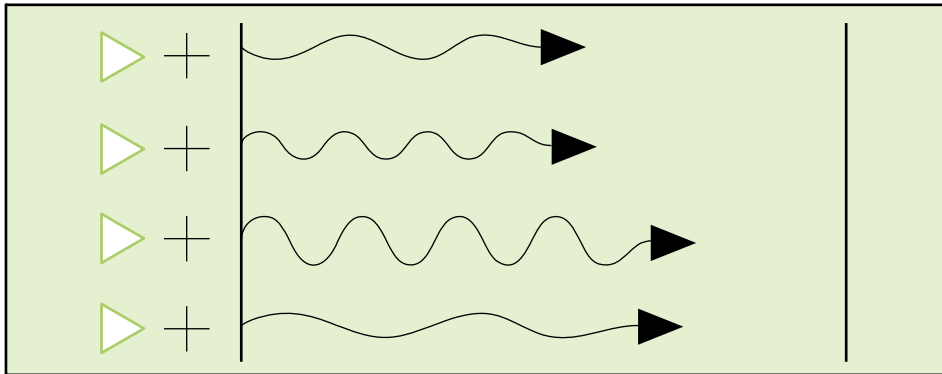
- **Step 2** From this stationary position move forward with the ball in front of you, keeping the ball in contact with the stick as much as possible (as if it were glued to your stick) as illustrated below.

- **Points to look for**
- Hands round the wrong way.
 - Hands too close together.
 - Ball too close to feet.
 - Ball may be behind the body.
 - Feet and body positioning while on front stick side



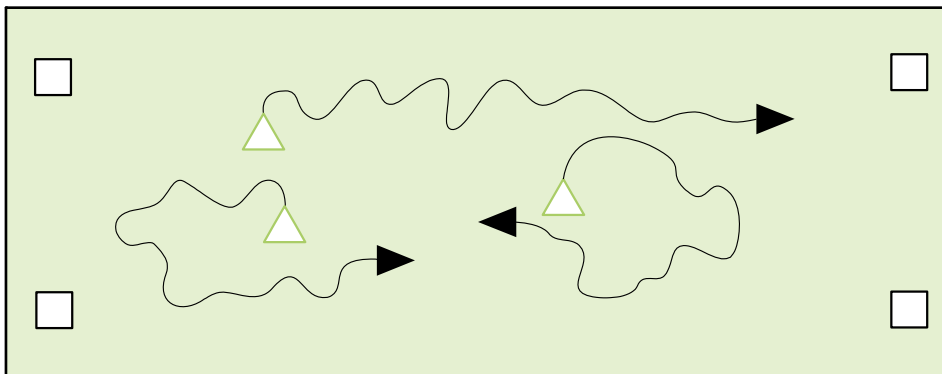
Exercises

A



- A ball each.
- Move with the ball to the opposite side.
- First at walking pace, then running.
- Repeat several times.

B



Instructions are:

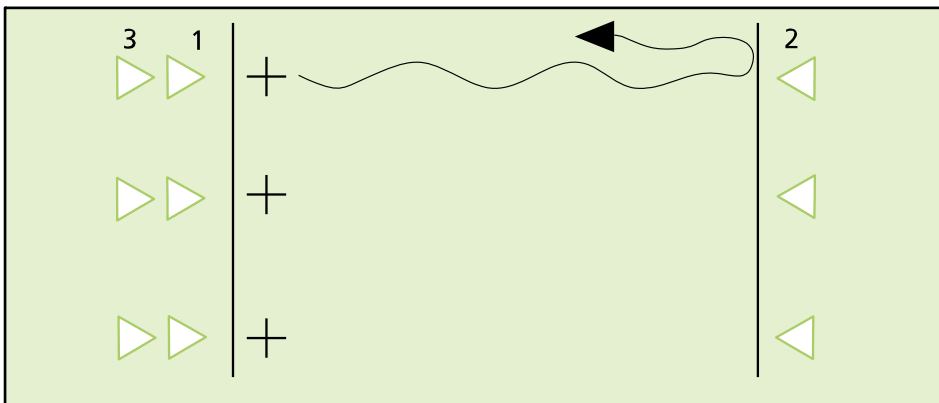
- Run around in any direction with the ball in contact with the stick. (progression from walking to running).
- Run around with the ball in contact with the stick and try turning in little circles to the left and right. At this stage, no turning of the stick.

MOVING WITH THE BALL

- C Split the group into at least three in a group, one ball in each group.

Instruction:

Player number 1 walks or runs with the ball in contact with the stick and travels across to number 2 who is waiting in the ready position for the ball to be put against the stick. Aim for number 1 is to place the ball onto the flat side of the stick.



DEVELOPING BALL CONTROL AND MOVEMENT

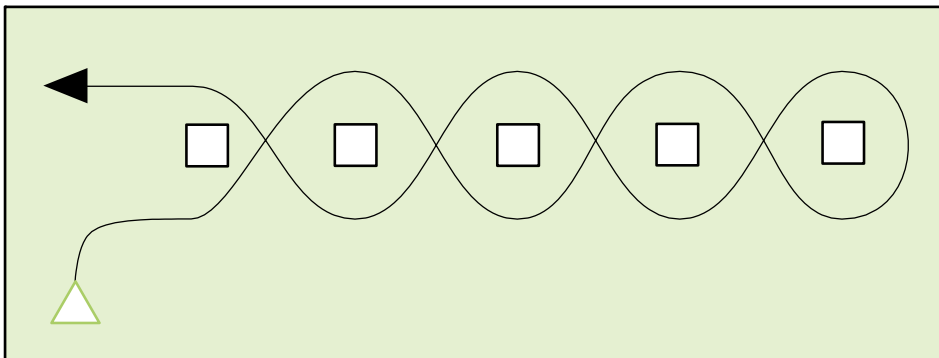
- Step 1 Move with a ball along a straight line, then repeat the exercise moving your feet from one side of the line to the other.

Make sure that the ball is in contact with the stick at all times.

Once you have become confident, start to jog while doing the exercise.

- Step 2 Place 5 markers in a straight line with around 5 metres between each.

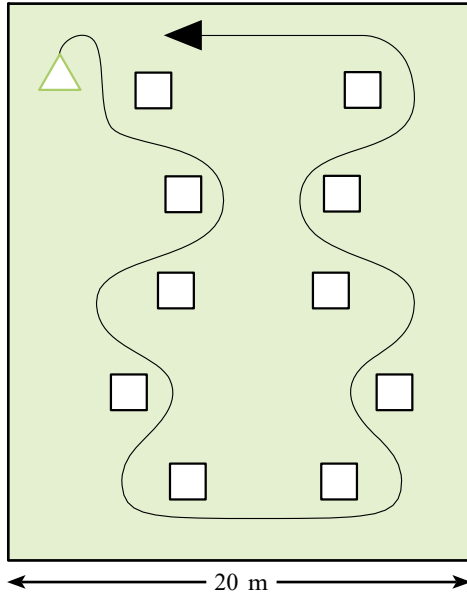
Walk with the ball between the markers, as shown below keeping the ball on the right hand side of your body and in contact with the stick at all times. Move from walking to jog to run.



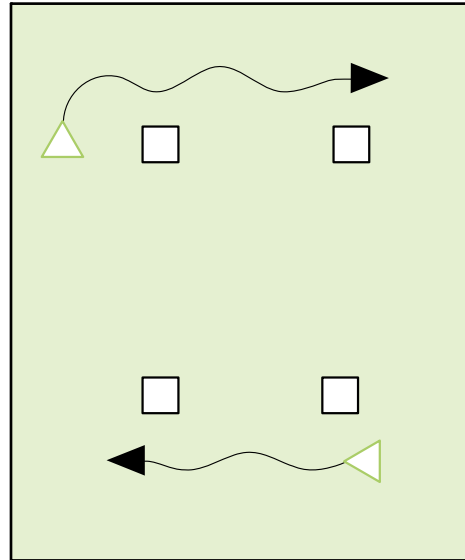
DEVELOPING BALL CONTROL AND MOVEMENT

Exercise

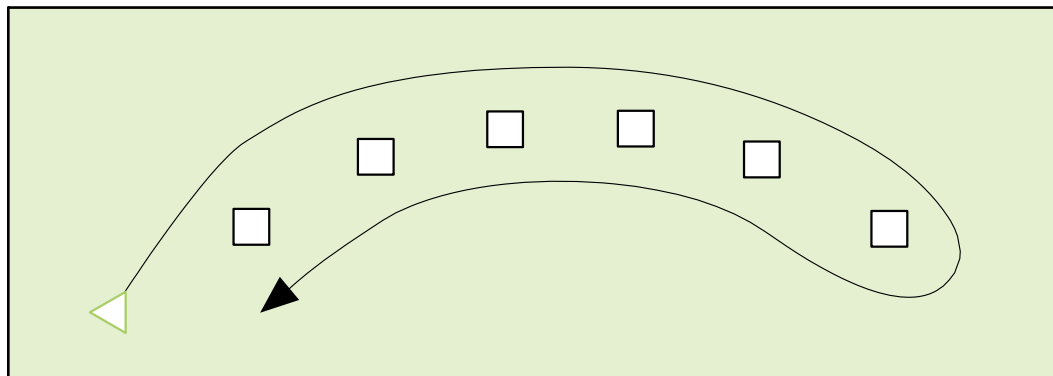
A Running with the ball



B Round the Square (Catch Up)



C

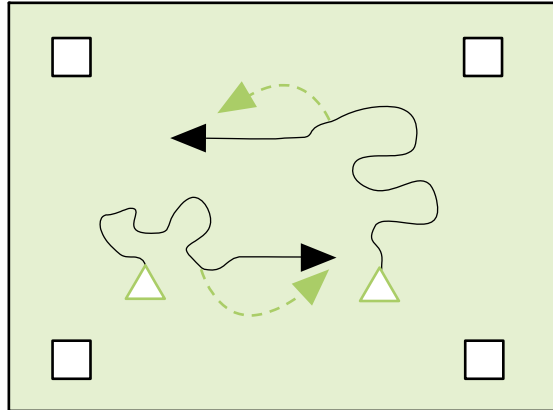


Player moves with the ball around the Arc of cones in both directions, keeping the ball on the stick at all times.

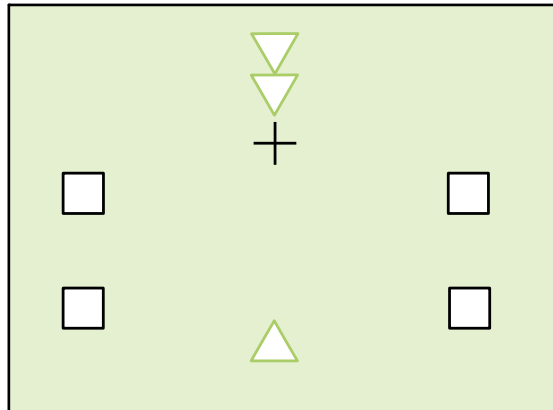
Once the basic skill is mastered, introduce changes of speed into the exercises.

DEVELOPING VISION WHILE MOVING WITH THE BALL

A Walk around with the ball in contact with the front of the stick. Must walk slowly. They have to look for a space to put the ball into, then run after it. The push should be no more than 2-3 metres, and once caught should be completely under control before starting again.



B In groups of 3, form a relay with 2 players at one end and 1 player at the other. The first player runs with the ball through 2 gates making sure the player is looking ahead while between the gates. Then run towards the second player and put the ball on his stick.



C The next exercise is the same as before, but this time when looking up the player must call out the colour of cones the receiver is displaying at waist level.

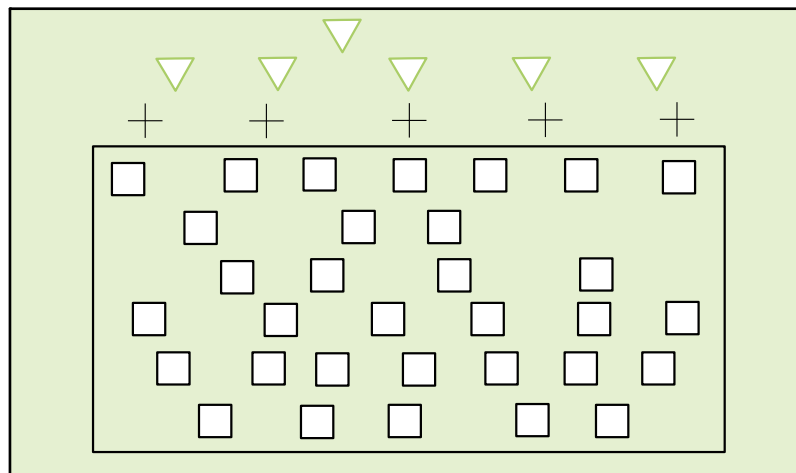
This can also be done with the receiver using their stick to indicate left or right for the player to look up to see which direction to move with the ball.

D This exercise involves the coach signalling directions without calling. The players must move with the ball in the direction signalled. This means they must look up to see which way they are supposed to go!

Moving with the ball using an open stick dribble

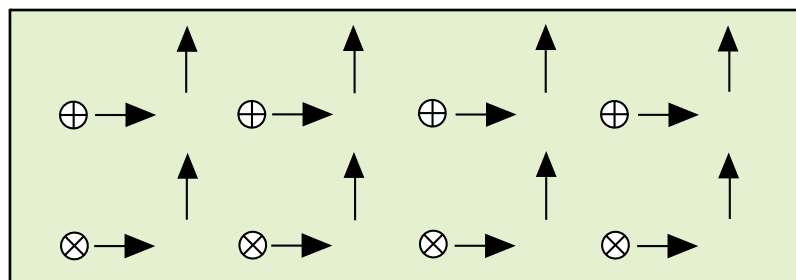
Minefield

One player acts as chaser who starts 5 metres from the box. All the other players have a ball each and stand on the edge of the box. The box is full of cones. On go each player has to dribble across the box, avoiding the cones (mines) before they are caught by the chaser. Any player caught or blown up by a mine joins the chasers for the next run.



Cats and Mice

The players are split into two groups (bibs). Each player has a ball. The players form two rows approximately three metres apart. On the command 'GO' the players move forward with their ball. On the command 'Mice', all the mice turn 90 degrees and dribble across the nearest line. The cats leave their ball and try to catch the mice before they reach the line. After each chase reposition the rows and call 'Cats' and 'Mice'. The players can only use the open side.



Tackle

A number of players act as tacklers and the others have a ball. Every player starts in the box. The object for those without a ball is to tackle the players with a ball. If a player has their ball taken they then become the tackler. The new tackler is not allowed to tackle the player who just dispossessed them

Knockout

Alternatively, every player has a ball and tries to knock another player's ball out of the box. The last remaining player is the winner. Open side dribbling is permitted only and no stick tackles!

INDIAN DRIBBLE

Step 1

- Stand in the ready position (see page 4)
- Hold the flat side of the stick against the right side of the ball with the toe of the stick pointing up.
- Transfer the flat side of the stick to the other side of the ball by rotating the stick over the top of the ball so that the toe of the stick is pointing down onto the floor.
- Repeat this exercise without moving the ball.

Points to Look for:

- Left hand at the top of the stick and right hand midway down the shaft.
- Flat side of the stick is always against the ball whether the toe of the stick is pointing up or down.
- The stick is turned by the left hand and supported by the right hand.
- The back of the right hand should face right at all times.
- Angle of the stick is around 45 degrees.

Step 2

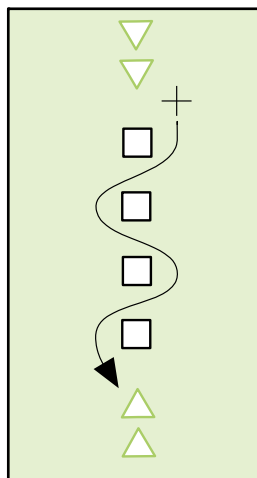
- Let the players move the ball from side to side, always checking that the toe is pointing up or down.

Step 3

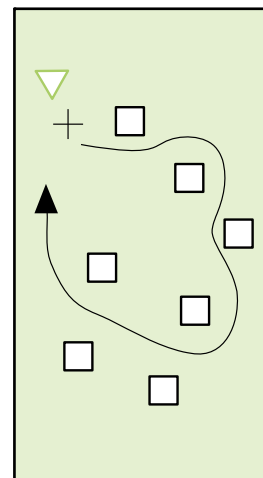
- Walk around moving the ball from left to right always looking for the above points.

Exercises

Walking to begin with and then moving into a competitive exercise.



Again start at walking pace and progress from there.



In both these exercises you should find out that vision is important at all times and that they should look up every time the ball is on their front stick.

Step 4

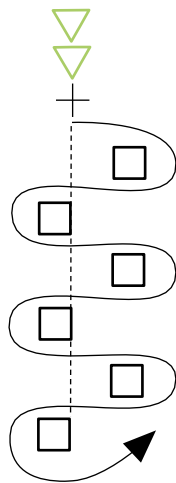
As we all know, when turning the stick in the indian dribble the stick **URNS** through the right hand and is turned by the left hand. This does not always work with youngsters who will probably turn the stick with both hands.

- It is important that the left hand is in a position to enable it to turn the stick so that the toe points up and down.
- It should be pointed out that the right hand does **NOT** turn with the stick, it allows the stick to turn through it. If this is a problem a simple cure is to use the cardboard centre of a kitchen role, which is slipped over the stick so that the right hand holds the cardboard centre. This allows the stick to turn within the centre and therefore stopping the right hand from turning.

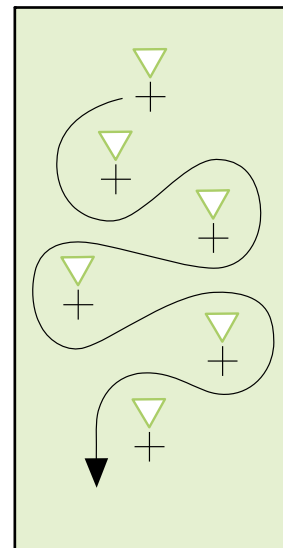
Go back to step 1 on page 4 if the players are having trouble with the left hand position.

After showing these techniques, practice moving the ball and then move onto slalom exercises again (as in Exercises A and B).

A slalom where the player walks in a straight line and the ball is dribbled round the cones. The player must not move round the cone, but walk in a straight line.



Each player takes turns at dribbling in and out the other players. Repeat in other direction.



The indian dribble is difficult to master but enjoyable to practice. It is important that **INDIVIDUAL** help is given to those who struggle.

INDIAN DRIBBLE

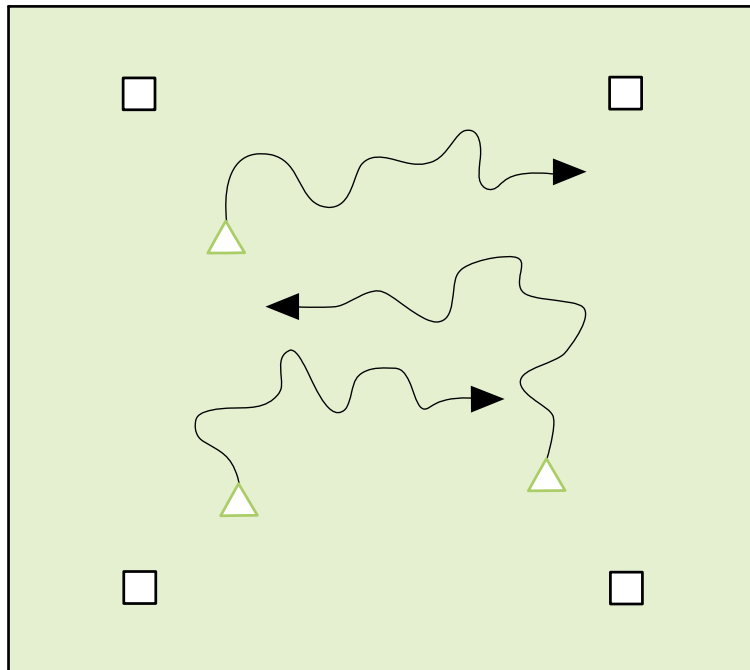
Exercises/Games

Tunnel

In pairs, players indian dribble through their partner's legs. Introduce competition by timing how many each player manages in 30 seconds.

Terminator

The same rules as for Knockout, except that the players can Indian dribble as well as open side dribble.



Step 5

The Introduction of Balance

- Each player has a ball and should be ready to start dribbling the ball from left to right. They should be given the following instructions:



Every time the toe of the stick is pointing up, the weight should be on the right foot.



Every time the toe of the stick is pointing down, the weight should be on your left foot.

- They should then be asked to move the ball from left to right, with the correct foot movements. They should be able to lift the leg they do not have their weight on.
- Walk forward moving the ball from left to right, transferring the weight correctly and lifting the 'free' foot. Done properly the player should look like an ice skater.

Repeat exercises already used emphasising the transfer of weight.

Game Activities: Indian Dribbling

Tackle

As before but players can use the Indian dribble also.

Ball Tag

A 1 v 1 game where each player has a ball. The aim is for one player to touch his or her ball against the other player's ball. The other player tries to prevent this from happening. Reverse roles once contact has been made.

TURNING OUT OF TROUBLE

■ Use of Reverse Stick to Stop the Ball During Dribbling

Step 1

- Each player should have a ball each, their feet should be shoulder width apart and the ball should be placed in front of the right foot.
- Place the flat side of the stick IN FRONT of the ball with the toe of the stick facing down. Imagine a clock face, where the top of the circle is 12 and the bottom is 6.



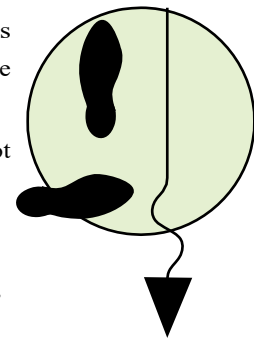
Step 2

- Step back with the right foot rotating the body so that the body faces sideways (the movement is the same as stopping to the right).



Step 3

- As the right foot is moved back the ball should be pulled back as well, so that the player should be in a similar position as at the start, but turned 90°.
- Practice this exercise slowly, emphasising CONTROL and not speed.



Step 4

- Each player places a ball on the line and should start 3-4 yards behind the ball.
- The player should walk up to the ball and place his left foot on the line left of the ball and pull the ball back as earlier explained in Step 3.
- Note that the weight should be on the left foot as in the indian dribble (i.e. when the toe is pointing down the weight is on the left foot).

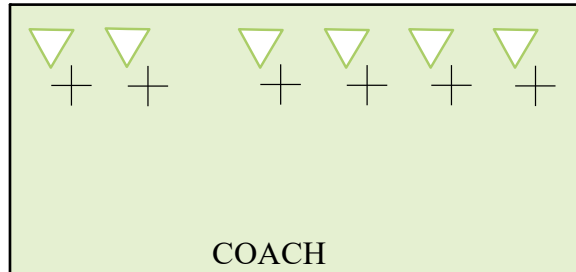
Step 5

- The players walk forward with the ball and on the command 'turn' each player should pull the ball back, under control, and return to the line walking the ball on the forehand.

Exercises

A

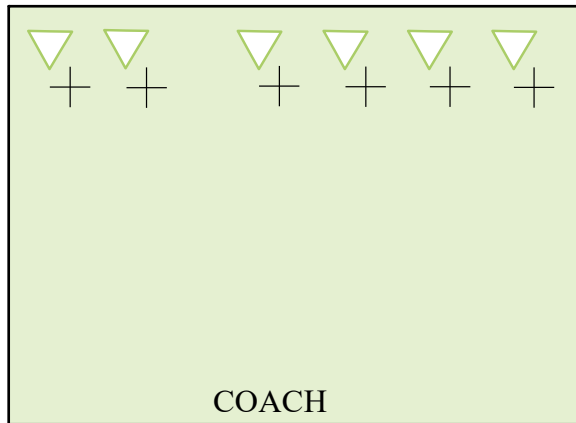
The coach walks backwards facing the players, the players then try to dribble past him. When the coach stops they must stop. Anyone still moving must return to the start. This exercise improves control and vision while dribbling.



Once these skills have been mastered, practice the following game.

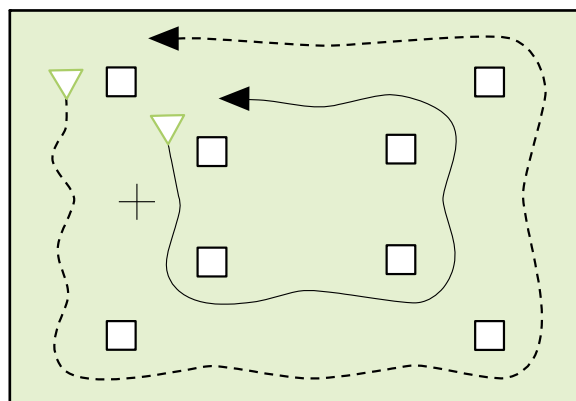
B

The coach stands with three coloured cones behind their back. When the coach shows a red cone players must turn out of trouble, yellow is slow down, green to keep dribbling. The ball should be under control at all times. Anyone who allows the ball to run over the second line (1 metre behind the starting line), is automatically out, also the last one to finish is out.



C

Player 1 dribbles the ball around the inside markers remembering to pull the ball back under control at each corner. Player 2 runs round the outside markers without the ball trying to beat Player 1 to the finish.



N.B. With the use of the skill of pulling the ball back and turning, the players should be able to avoid obstruction.

Exercises/Games

Raider

Players are split into 4 groups with all the balls in the middle. One at a time each player must run to the middle and remove a ball using the method practised. When there are no balls left in the centre then each team can raid from the other teams.

BEATING AN OPPONENT/ELIMINATION

Step 1

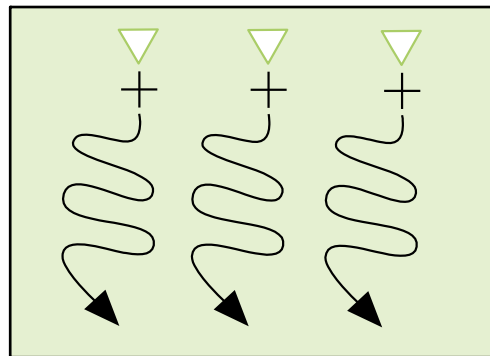
Beating an Opponent 1v1

We have already learned to stop and pull the ball backwards (turning out of trouble) - the next progression is to use that skill to beat an opponent on the right or left.

A

Each player has a ball and runs forward with the ball under control. On the command 'stop', the players stop the ball and pull it back to the back foot and then begin running forward again at a different angle.

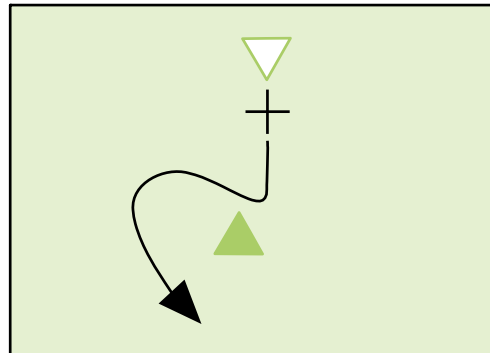
- At all times the ball must be under control.



B

A ball between 2, one player without the ball is the tackler who stands 5 yards away. The player with the ball moves forward. As the tackle is about to be made the ball is pulled back outside the reach of the tackler and then pushed forward past the tackler's left foot and the attacker runs round the tackler and picks the ball up again.

- The tackler should be passive to begin with. The push should be firm but not so hard that the attacker cannot reach it on the other side of the tackler.



After a while the attacker may run the other side of the tackler, i.e. ball to the right and player to the left.

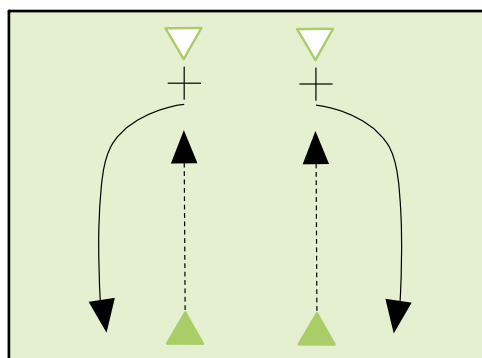
BEATING AN OPPONENT/ELIMINATION

Step 1B

Alternative Method - 1v1

We have learned to push past the defender and move after the ball. Another method is to drag the ball square and dribble past the defender on his reverse stick side. (It would be advisable to revise the indian dribble prior to this.) These exercises can also be performed to the left hand side.

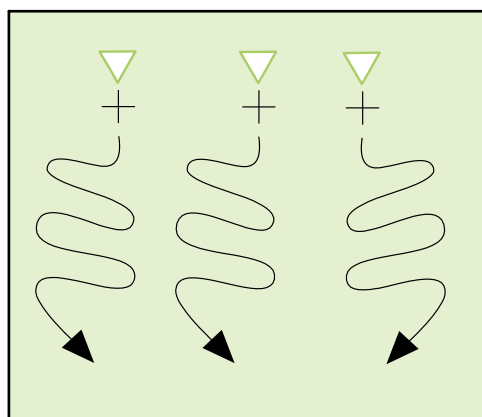
- A** One ball between 2 players and the players about 5 yards apart. The player with the ball has it placed in front of the left foot with the toe of the stick pointing down, i.e. reverse. Then the player without the ball steps towards the ball attempting to win it. As the tackler is just within reach of the ball the player with the ball drags to his right and dribbles past the tackler on his reverse side.



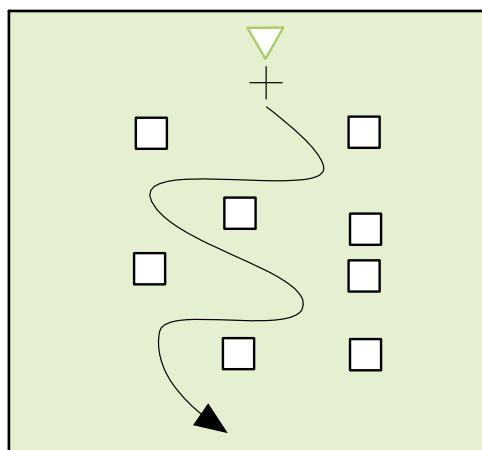
N.B. It is important in this exercise that the tackler understands their role is passive in the beginning and cannot tackle back.

- B** Each player has a ball and runs in a straight line and suddenly drags the ball SQUARE to the right and then continues running in a straight line.

N.B. It must be remembered that the ball is dragged square and that the weight is on the left foot and then transferred to the right with the movement of the ball. (See Indian dribble and balance.) Remember it will help if the player takes a big step to the side



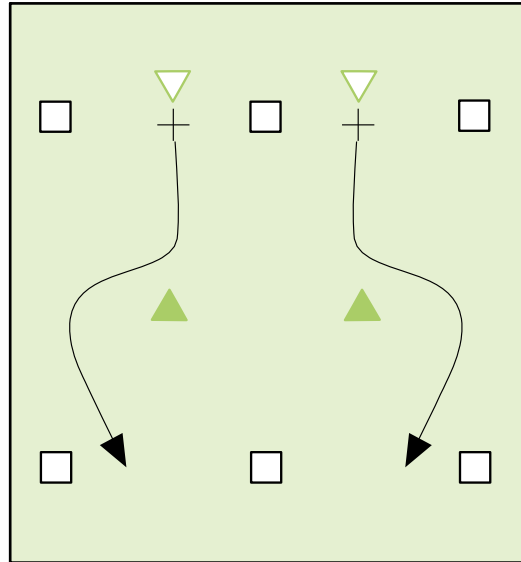
- C** Starting from the right the player runs left with the ball, between the marker. Before reaching the next cone the ball is dragged square from the left to the right and then the player continues to the next marker.



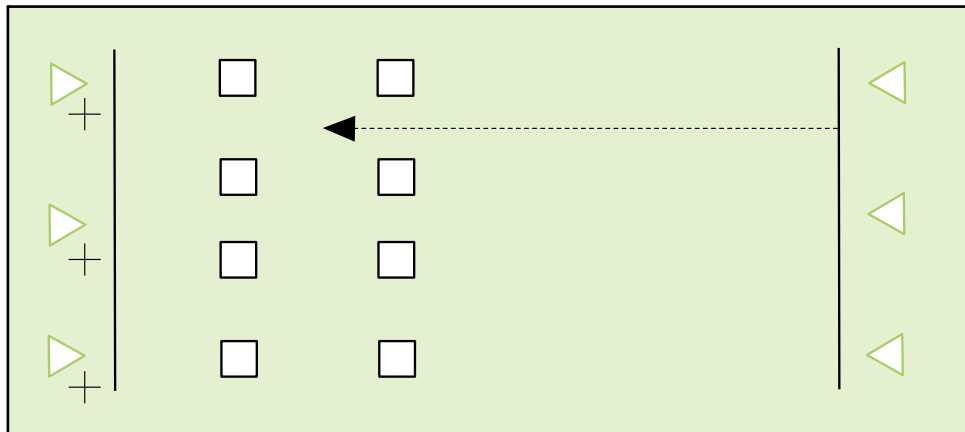
BEATING AN OPPONENT/ELIMINATION

D

One ball between 2 in a box 10x5 yards. The player without the ball stands in the middle of the box and can only tackle standing still. The player dribbles the ball forward until he is just outside the reach of the defender and then suddenly drags the ball square to the right and dribbles past the defender. The attacking player should angle his run towards the front stick of the defender trying to get the defenders weight on his right foot then suddenly changing direction by dragging the ball right and running past the wrong footed defender on his reverse stick side.



E



One ball between 2 players, one on either side of the lines. Player 1 with the ball. As the whistle blows both players run towards the others starting line attempting to get the ball over the others line. Player 1 should beat player 2 using the drag. After a while player 2 should start with the ball.

- These are only two ways of beating an opponent 1 v 1 and there are more. It should also be remembered that all these skills should begin slowly and passively to build the successful movement before introducing a more competitive environment. Lastly you can combine the 2v1 (page 26) and 1v1 exercises so that players have to make the choice whether to dribble or pass.
- On artificial grass surfaces it is important to emphasise that close dribbling control is of greater importance than a 'move and chase' style of play.

Obstruction was traditionally one of the most difficult rules of hockey to understand, especially for people with a football background who liked to shield the ball. Developments in the past few years have further confused the issue in an effort to reduce the number of fouls being blown, thereby adding excitement to the game.

Basically, the interpretation of the obstruction rule now employed by umpires allows players to receive a pass from any angle, even with their back to a defender. The defender, in the past could claim obstruction for this and even charge through the attacker creating the possibility of injury. This action would now be a foul against the defender. The attacker, once he/she has received the ball can then move off in any direction, apart from backwards into the defender. This foul is usually termed as 'backing in'.

It is now also permitted to pass the ball through between your legs; or even behind your back as long as a defender is not impaired in their attempt to tackle or intercept by your body position. It is a foul, therefore, to shield the ball by using a 'crabbing action'.

In simple terms, the easiest way to prevent obstruction is for the player and the ball to keep moving at all times away from the defender.

■ Step 1

- Start with a ball between 2 and play '1 v 1'. The game is non-directional and based purely on possession. During the game you will find players 'backing in' to opponents. Encourage them to move away from the defender by turning both left and right. The player and the ball should keep moving at all times.

■ Step 2

- Tails is a 1v1 game with both players wearing a tail, made from a bib tucked in at the waistband. The player in possession must protect the ball and the tail. When the tail or the ball is taken the roles are reversed.

PASSING AND RECEIVING

Stationary Push



Step 1



Step 2

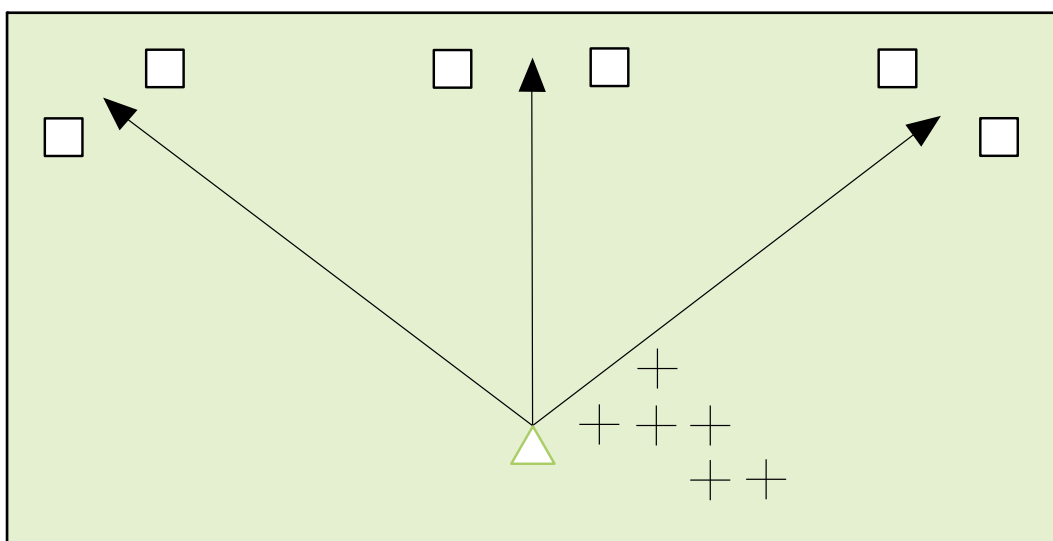


Ready Position, place the left hand at the top of the stick and the right hand further down at a comfortable distance. The right hand controls the stick. The ball should be placed at a comfortable position between the feet.

Push the ball with the face of the stick. Use the left hand to guide the stick. The right hand provides the power. Transfer the weight onto the forward foot as the stroke is made.

Exercises

- A** Practice pushing the ball as far and as hard as you can, e.g. pushing towards goals, against a fence.
- B** Practice pushing through marker gates, e.g. points system = points for each one through the gate, etc.



- C** Place 6 balls around the top of the shooting circle. The player has to push each ball in turn towards the goal. Points are scored by pushing the ball in the goals. Two points for a ball between the post and the marker and only 1 point between the markers in the middle of the goals.

Pushing on the Move

Illustrated below is the push on the move



Step 1

From carrying the ball in the normal position, turn side on by placing the left foot in front of the ball and allow the ball to drop back towards the right foot.



Step 2

The left shoulder should point towards the target and with a powerful thrust, push the ball forward. Knees should be bent to assist the leg drive.

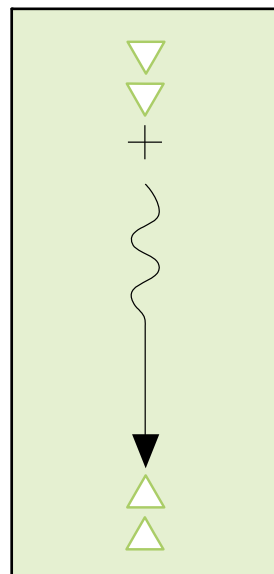


Step 3

Follow through for as long as possible in the direction of your target.

Exercises

- A** Running with the ball, to the shooting circle and push into the goal to score.
- B** Shuttle relay - running halfway and pushing the ball to the next person and so on.
- C** Move through the cones to the top of the circle, then push the ball towards the goal. Scoring points as before, i.e. 2 points for between the post and the marker and 1 point between the markers in the centre of the goal.



PASSING AND RECEIVING

Receiving the Ball

Receiving in Front



Step 1

Adopt the ready position with weight slightly forwards and head turned to face the approaching ball.

Step 2

The approaching ball should come across the body and be received in front of the right foot. Keep your eyes on the ball.

Step 3

Place the flat face of the stick into the path of the ball. On contact ensure the stick is held strongly to trap ball and cushion its path.

Receiving in Front (Upright)

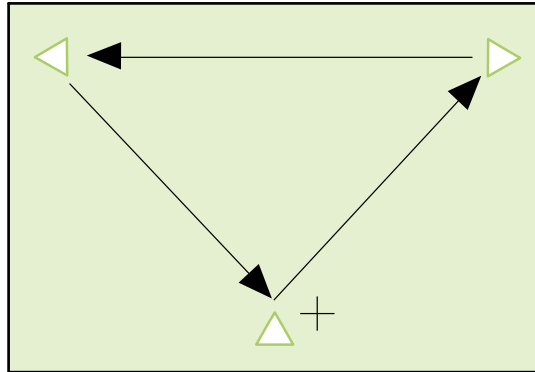
If the ball is bouncing, the left hand should be pushed towards the ball to create an angle which deflects the ball to the ground.



Exercises

A Working in pairs stand 10 metres apart, push, pass and stop the ball. See how many consecutive stops and push passes you and your partner can make.

B This time working in a group of three, passing and stopping. See how many circuits can be made in 1 minute.



N.B. In these exercises it must be stressed that the ball must be under control before being moved on.

Receiving from the Left

Step 1

Adopt a position whereby the left shoulder is facing the ball and the feet are pointing in the direction of travel. In other words the player should not turn to face but be in a side on position to the player passing the ball.



Step 2

The player should allow the ball to travel in front of the body and be stopped in front of the right foot. It is important that the player watches the ball (follow path of the ball) until it makes contact with the stick.



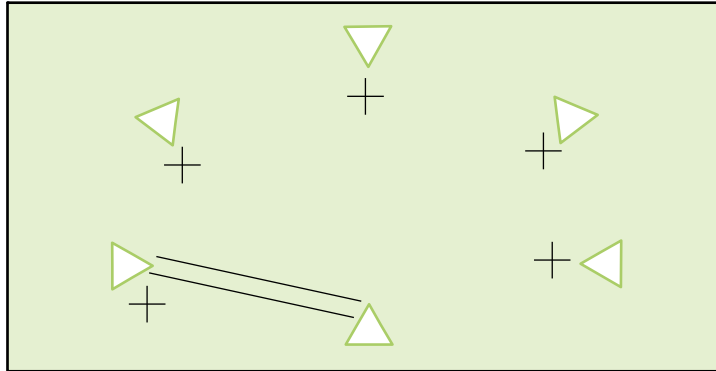
Exercises

A Practice the movement without the ball.

B Passing and stopping in 2/s over a distance of 8-10 metres.

PASSING AND RECEIVING

- C** 'Pepper Pot' - Several players with a ball each form a semi circle around a receiver. They each take a turn at passing to the receiver who stops and returns the ball.



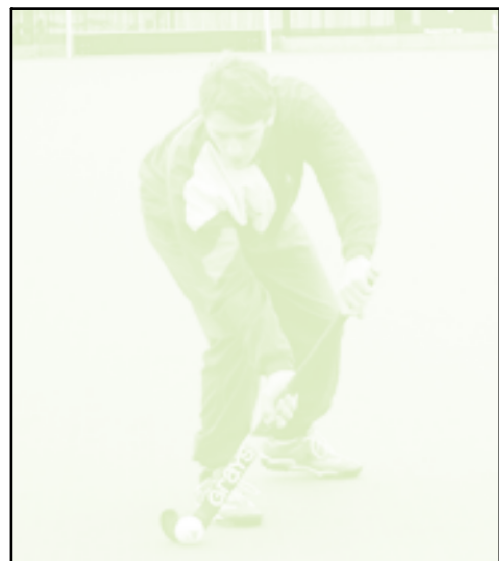
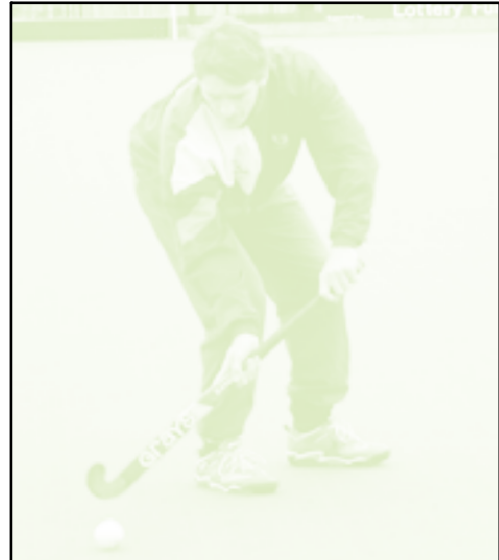
Receiving from the Right

Step 1

Try to encourage the players to move their feet so that they attempt to receive the ball front stick. This is achieved by simply twisting the waist and shoulders so that the flat side of the stick is offered to the ball.

Step 2

The ball is then received behind the back foot in relation to the direction in which they wish to travel. The player should then quickly adjust their position so that the ball is carried in the normal position. Note how the player picks the ball up with feet still pointing in the direction they wish to move away in.

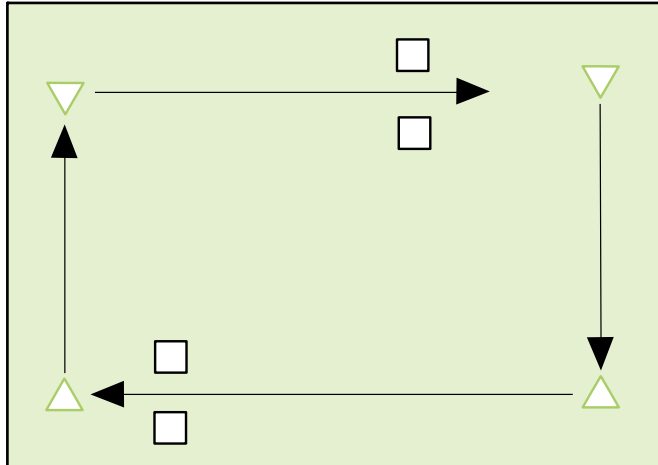


Exercises

Use the previous exercises outlined above to practice receiving the ball on the front stick from the right.

Exercises for Pushing and Receiving

A Form a rectangle and set up the goals as shown. Player 1 pushes the ball to player 2, who receives it and then pushes the ball to score a goal. Player 3 receives the ball and pushes it to player 4, who receives the ball and pushes the ball to score a goal. Keep the score and have 10 attempts. Repeat and change direction of the pass.



B Player 1 passes to centre who stops the ball and passes to player 2. The centre then rotates to collect the pass from player 4 then passes to player 3. Repeat. Change centre every 2 or 3 minutes.

Game Activities: passing and receiving

Team Chase

Two teams of four players are positioned alternately around the outside of a circle. One ball per team. The object is to move the ball as quickly as possible around the circle to catch the ball of the other team.

BEATING AN OPPONENT 2v1/ELIMINATION

The easiest and best way to beat an opponent is by passing to another player in your own team, who is unmarked. In this section a number of exercises will be shown on how to instruct players to pass the ball rather than run with it.

There are two passes required for these exercises:

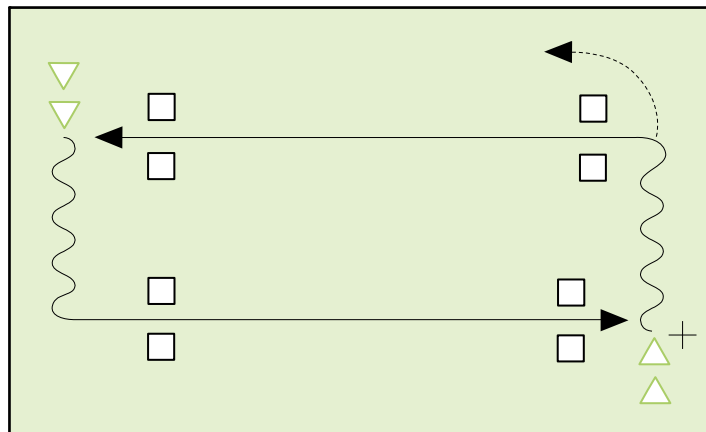
- passing from right to left;
- passing from left to right;

Passing from right to left is straight forward and does not need any explanation other than the ball should start from the right foot. However the pass from left to right is slightly more difficult. In order to make a good controlled pass the player must overtake the ball in order to pass with the front stick.

This means that the upper body must twist so that the shoulders point towards the target and the follow-through likewise.

Exercises

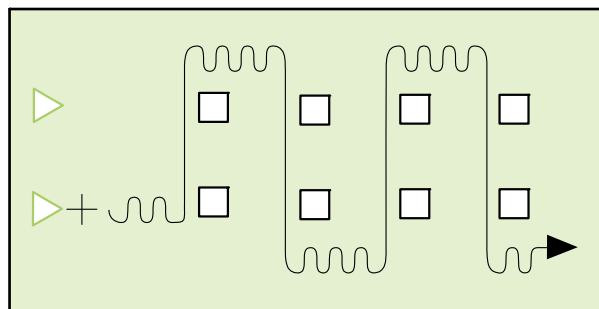
- A** Two groups diagonally opposite each other in a box of about 10m x 5m. A player dribbles the ball 10m to the corner and then passes between the cones to the first player of the other group, who stops the ball and dribbles to the next cone. The



practice, therefore, perpetuates itself as the players join the back of the group that they have just passed to.

The practice should be performed in both anti-clockwise and clockwise directions. In order to increase the intensity a second ball could be added.

- B1** Passing back and forward the two players progress down the field. Encourage them to pass before the cones as these could be players in the same situation. It is important that each player masters the actions before speed and competition is mentioned. Therefore, the slow and more deliberate the better to start with, then increase the tempo.

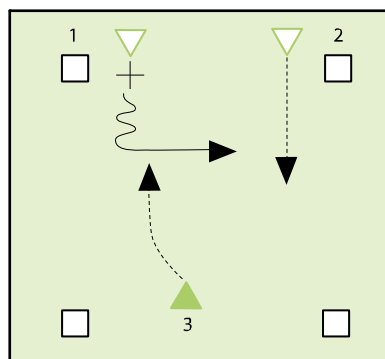


It is important that the defender should run towards the ball and not anticipate what is going to happen and can only change direction when the ball is played.

BEATING AN OPPONENT 2v1/ELIMINATION

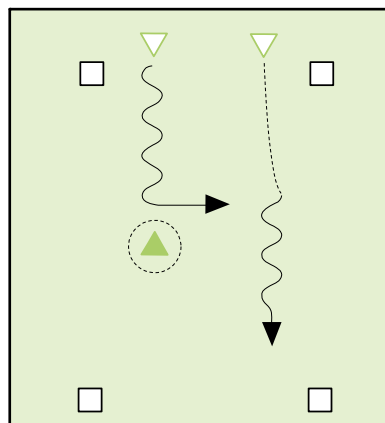
- B2** As the defender (3) runs at the players and tries to take the ball, the player in possession of the ball has to pass to player 2 before the defender can tackle. Player 1 and 2 move forward past the defender passing back and forth to the end of the area.

It is important that the defender should run towards the ball and not anticipate what is going to happen and can only change direction when the ball is played.



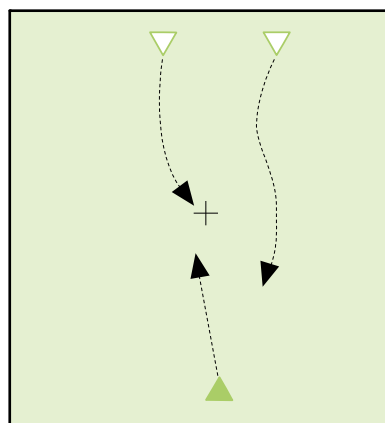
- B3** The set up is the same as before but this time the defender positions himself 5 metres from player 1 who is in possession of the ball. Player 1 runs at the defender with the ball and passes to player 2 before the defender can reach with his stick. The idea is to encourage the players to pass outside the reach of the defender.

Note - in this exercise the defender can only intercept the ball.



- B4** All 3 players are positioned behind the line with the ball nearest player 1 and 2. To start blow a whistle and either player 1 or 2 takes the ball and plays a 2v1 exercise and tries to cross the defenders goal line. The defender is allowed to tackle.

Note - 1 and 2 should pass and hopefully beat 3 every time.



3 v 1 Games: passing, receiving and decision making

Three attackers and one defender. The three attackers position themselves on the corners of the box so that the player in possession always has a pass to their left and right but not a diagonal pass. The defender must try to close down the player with the ball and intercept their pass. The attacker who loses possession becomes the defender. The attackers must be encouraged to move the ball on as quickly as possible.

THE HIT

The hit is mainly used to pass the ball quickly over medium to long distances, e.g. shot at goal, clearing the ball from a defensive position.



Step 1

In the ready position hold the stick with both hands at the top. Remember that the left hand should be above the right. Keep the body side on so that the left shoulder is pointing in the direction of the pass. The ball should be placed in front and to the left of the player. The body position should be lowered by bending the knees.



Step 2

To play the stationary ball, the swinging action of the stick should be more flat than up and at the top of the backswing the toe should point upwards. The player should now step towards the ball with the left foot.



Step 3

Swing the stick forward transferring the body weight to the left foot. The attention of the player should remain focused on the ball throughout the swing.



Step 4

Follow through with the stick pointing towards the target and ensure that the stick swings no higher than the players shoulders.

Shortened Grip for Hit



Step 1

- From the dribbling or stopping grip, move the left hand down to meet the right hand, which has moved up about 4 inches.
- There should be about 4-6 inches of the handle remaining free.

Step 2

- As Step 2 for the hit, except greater effort must be made to bend the knees.
- Step 3 and 4 as for the hit.

Advantages of the shortened grip:

- Quicker impact on ball, e.g. when shooting.
- Shorter back swing leads to safer practice.
- Shorter lever can lead to greater accuracy.

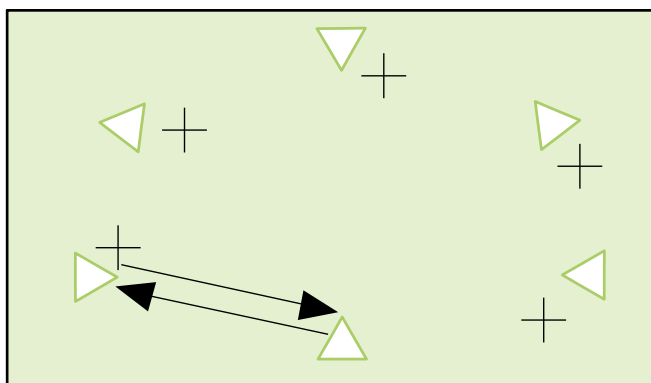
Exercises

It is important that you stress that the ball should be hit with control to ensure accurately, the correct execution of the movement and so that their partner can stop the pass easily.

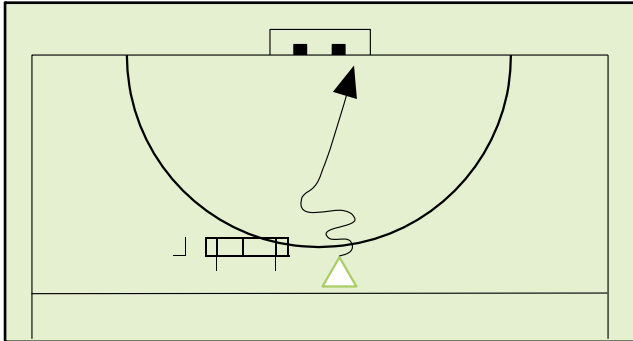
- A** Practice hitting the ball back and forth accurately and under control



- B** Five players with a ball each and a player in the centre who receives a hit pass and returns the hit pass and so on round the group of five players.



THE HIT



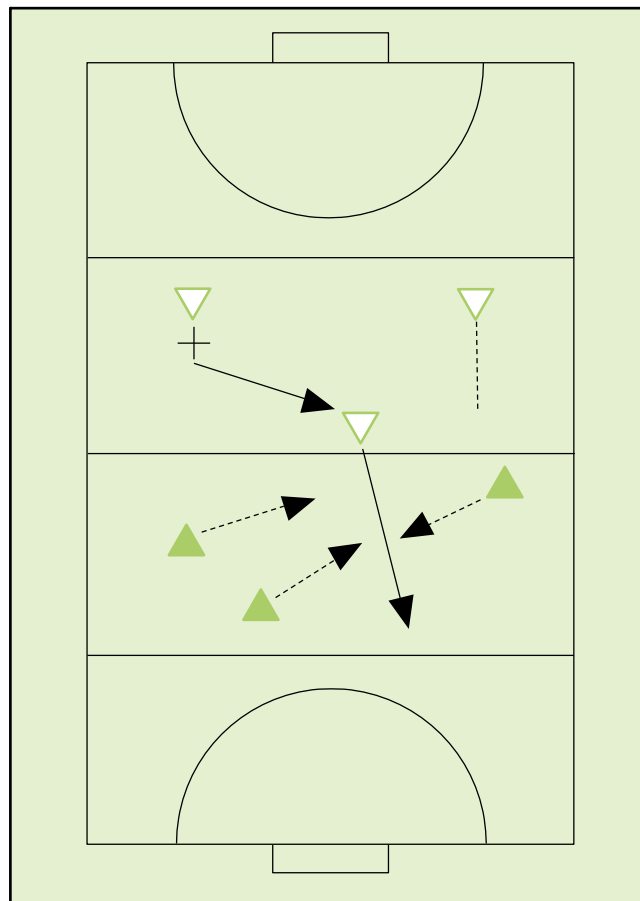
- C** The players take a ball and hit it towards the goal. A points system is set up - 1 point is scored for every ball that is hit through the two cones, 2 points for every ball that is hit between a cone and the post and 0 points for missing the goal. Each player has 6 chances, highest score wins.

Game Activities: Hitting

Passover

Three players on each side must stay in their own half of the pitch. The object of the game is to hit the ball over the opposition's end line. Each team is allowed to pass the ball a maximum of twice before attempting to hit the ball over the opposition's end line. The team not in possession must manoeuvre their defensive set up to minimise the space that the opposition can hit the ball through. The ball must be hit when passing.

Each player should be encouraged to pass the ball, move and shoot as quickly as possible.



You may find that you are forced to introduce the basic concepts of tackling at an early stage in order to ensure that games involving tackling are carried out safely.

The tackle is used to take the ball from an opponent, and in this section we will concentrate on two of the most common types of tackles.

■ THE BLOCK ■ JAB TACKLE

■ The Block Tackle

This tackle is used to block the progress of an attacker and should be made from the tackler's right hand side.

Working in a 10x5 yard box, with two players, one with the ball, who stands on the edge of the box and the other without the ball stands in the middle ready to tackle.

The player dribbles the ball forward and the defender / tackler positions themselves so that the tackle can be made on their right. As the ball moves closer the tackler slides his stick across the ground providing a block for the ball. It is important that the head of the stick is on the ground providing a block for the ball. It is important that the head of the stick is on the ground at all times and is not swung into the tackle. The body position should be low and both hands must be on the stick. It is very important that the tackler plays the ball and does not make contact with the opponent's stick. This is illustrated here.



■ The Jab Tackle

This tackle is made mainly from the right hand side and is used to JAB the ball away from the attacker. Using the same exercise as used for the block tackle, the tackler tries to jab the ball away from the attacker. This is done by holding the stick firmly in the left hand, with the front of the stick facing upwards. The tackler tries to jab the ball away from the attacker using the head of the stick (the action is similar to that of a sword fencer).

Again the emphasis is on tackling the ball and not the stick. These exercises should be practised slowly and deliberately to begin with.

Note how the tackler holds the stick in both hands (1) until the execution of the jab tackle (2).



SMALL GAMES

To give young players an insight into playing hockey and getting a feel for the game it is important to use and encourage small or conditioned games in practice sessions. In this section you will be shown a number of different options and examples of using these games to develop individuals and team performance. Please remember that these are only a few examples and many more games can be used or made up from the options supplied.

Options

How to Score a Goal

There are various ways that can be utilised to score a goal, which should be geared towards the activity or skill you are trying to develop. Here are just some:

- Shooting into a standard goal
- Hitting the ball off a bench
- Knock a stick off 2 cones
- Pass to a player standing in a hoop
- Stop the ball on the line under control
- Dribble through cones acting as a goal
- Passing through markers acting as a goal to one of your team mates under control. (Either way through the goal.)
- Number of passes, e.g. 3 consecutive passes equal 1 goal.

Conditioning for a Particular Skill

- You may wish to play a game where you want to concentrate on a particular skill therefore a conditional situation may be the best way forward, e.g.
Aim - to improve push pass and team work

Possible Game

- 3 v 3
- no tackling, only interception
- small area
- 3 consecutive passes equal 1 goal

If it becomes difficult then play 3 v 2. This will give the participants a need to pass and move off the ball.

Eventually you could adapt this further to include tackling, etc.

Within games you may encounter other problems, e.g. everyone chasing the ball or defending one goal. These problems can be eased by:

- introduction of a second goal, e.g. 4 benches so each team has two goals to score into. This will allow the ball to move more freely around the area and allow more goals to be scored.

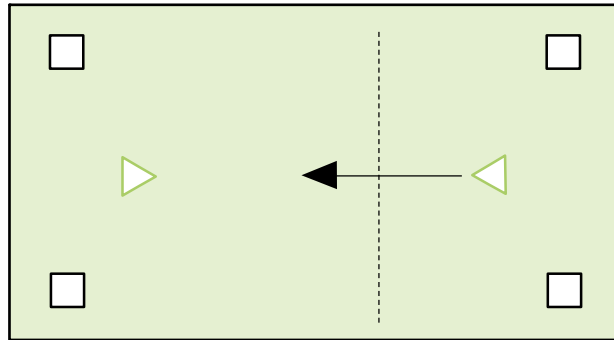
Another method to stop crowding and create team work and space is to:

Step 1

Each player must play the ball at least once before trying to shoot at the oppositions goal.

Not allowed to cross over halfway.

If too much time is taken before a shot add in a time limit.

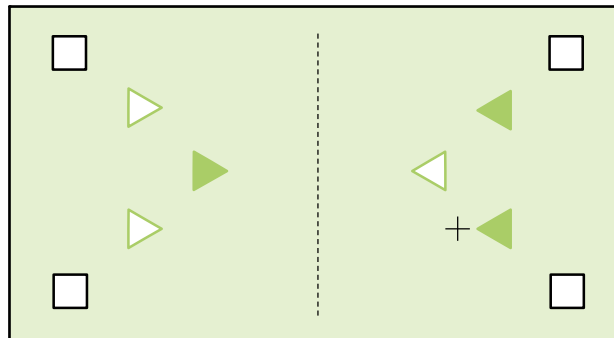


Step 2

Same as before except 2 defenders and 1 attacker in each half.

The 2 defenders must pass to their own attacker to shoot and score.

To begin with the attacker in defensive area will be a passive defender while the other side is attacking.



Step 3

- Now you can progress to a 3 v 3 situation with 2 defenders and 1 attacker but with no restrictions on where they can run. Build in your own conditions to make the game work.
- The use of conditioned games are very important in developing skills tactics and team work and should be used regularly and adopted to meet your specific needs. Remember its you that will make it work, so if it is not going well as you think have a look and review the game and change it if necessary.

BALL JUGGLING

It must be emphasised that these skills are not permitted in the games as they lead to dangerous play and must be practised in space. However, activities like these are good for developing awareness of the hockey stick and ball control skills. In addition it is a very enjoyable and fun way to develop skills.

■ Step 1

Hold the stick with your left hand at the top and your right hand midway down the shaft. Your lower hand must be in a position to control the stick.

■ Step 2

Tap the ball in the air, off the flat face of the stick, no higher than 25cm.

■ Step 3

Practice juggling with the ball on the stick, moving your hand placement until you can control the ball easily.

Explain and demonstrate ball juggling on the hockey stick.

Ball juggling is a skill that helps develop:

- hand-eye co-ordination;
- use of correct side of the stick;
- basic grip;
- watching the ball;
- 'feel' for the ball;

Continue ball juggling adding little variations.

- Walking forward and back juggling the ball, then jog.
- Turn in a circle.
- Balance the ball on the stick.
- Jog balancing the ball on the stick.
- Move around over obstacles, juggling or balancing the ball.

CODES OF CONDUCT FOR YOUTH HOCKEY

1. PREAMBLE

- 1.1 These codes reflect the policy of Scottish Hockey for the conduct of Junior hockey throughout Scotland. They are intended to provide guidance to those persons who are associated with junior hockey players and in particular those responsible for directing their activities.
- 1.2 The codes are not an exclusive statement for the conduct of junior hockey. Rather they are a statement of ethics which should underline more detailed policies on such matters as skill acquisition, modified games and the structure of competitions all with the purpose of making junior hockey an even more attractive, healthy and worthwhile activity for children.

2. PLAYERS' CODE

- 2.1 The rules of the game enable both teams to play therefore no one should seek to evade or break them.
- 2.2 Hockey is a team game made up of individuals playing together and getting fun and enjoyment from it.
- 2.3 Give respect to your own players and officials, to your opponents, as well as the umpires and show good sportsmanship at ALL times.
- 2.4 Set a high standard for yourself in levels of skill, fitness, behaviour and dress.
- 2.5 Practise hard all the different aspects of the game.
- 2.6 Shake hands with your opponents at the end of every game and give them three hearty cheers.

3. COACH'S CODE

- 3.1 Teach your players that rules of the game are mutual agreements which no one should evade or break.
- 3.2 Group players according to age and physical maturity whenever possible.
- 3.3 Avoid over playing the talented players. The "just average" players need and deserve equal time.
- 3.4 Remember that Juniors play for fun and enjoyment and that winning is only part of it. Never ridicule or shout at Juniors for making mistakes or losing competitions.
- 3.5 Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of the players.
- 3.6 The scheduling and length of practice times and competitions should take into consideration and maturity level of Juniors.
- 3.7 Foster respect for the ability of opponents, as well as for the judgement of umpires and opposing coaches.
- 3.8 Follow medical advice when determining whether an injured player is ready to play again. In any event if there is any doubt do not play the Junior.

CODES OF CONDUCT FOR YOUTH HOCKEY

- 3.9 Remember that Juniors need a coach they can respect. Be generous with your praise for both effort and skill when it is deserved. Set a good example, not only with your behaviour, but also with dress and equipment.
- 3.10 Make a personal commitment to keep yourself informed of sound coaching principles and the principles of growth and development of Juniors.
- 3.11 Remember that Juniors have other interests, so be reasonable in your demands on their energy, time and enthusiasm.
- 3.12 Make Juniors aware of the physical fitness values of hockey and also its life long value both reactionary and in personal relationships.
- 3.13 Ensure that Juniors compete safely. Be aware of signs of mental and physical stress and fatigue.

4. PARENTS CODE

- 4.1 Do not force an unwilling Junior to participate in hockey.
- 4.2 Remember Juniors are involved in organised sports for their enjoyment, not yours.
- 4.3 Encourage your child always to play by the rules.
- 4.4 Teach your child that honest effort is as important as victory.
- 4.5 Turn defeat to victory by encouraging your child to work towards skill improvement and good sportsmanship.
- 4.6 Never ridicule or shout at your child for making a mistake or losing a competition.
- 4.7 Remember that Juniors learn best by example. Applaud good play by both teams equally.
- 4.8 Do not publicly question the umpires' judgement and never their honesty.
- 4.9 Support all efforts to remove verbal and physical abuse from Juniors' sporting activities.
- 4.10 Recognise the value and importance of volunteer coaches.
- 4.11 Remember that Juniors have other interest, so be reasonable in your demands on their energy, time and enthusiasm for hockey.
- 4.12 Make Juniors aware of the physical fitness values of hockey and also its life long value both reactionary and in personal relationships.
- 4.13 Insist that your child uses protective equipment such as a mouth guard and shin pads, to enable him to enjoy hockey with safety.
- 4.14 Do not pack your child off to hockey. Go with him and volunteer your services.

CODES OF CONDUCT FOR YOUTH HOCKEY

5. TEACHERS CODE

- 5.1 Encourage Juniors to develop basic skills in a variety of sports that develop motor skills and co-ordination. Avoid over specialisation amongst Junior players by providing them with experience in all positions.
- 5.2 Create opportunities to teach them sportsmanship, just as you would teach the basic skills.
- 5.3 Ensure that efforts for both skill improvement and good sportsmanship are rewarded by praise and recognised as scholastic achievement.
- 5.4 Remember that Juniors have other interests, so be reasonable in your demands on their energy, time and enthusiasm.
- 5.5 Ensure that skill learning has priority over highly structured competitions for very young hockey players.
- 5.6 Prepare young hockey players for competitions by first teaching them the basic skills.
- 5.7 Make a personal commitment to keep yourself informed on sound coaching principles and the principles of growth and development of Juniors.
- 5.8 Be aware of the need to develop hockey umpires.
- 5.9 Know the rules of hockey and their proper application.
- 5.10 Make Junior hockey players aware of the representative awards available from pursuing hockey.
- 5.11 Although hockey is an amateur sport, help Juniors to understand the fundamental philosophical differences between hockey and professional games on television.
- 5.12 Help Juniors understand the responsibilities and implications of the freedom to choose between fair and unfair play.
- 5.13 Make Juniors aware of the physical fitness value of hockey and its life long value, both recreational and in personal relationships.

6. UMPIRES CODE

- 6.1 Encourage modified rules and regulations to match the physical skill and capacity of Junior players.
- 6.2 Use common sense to ensure that the “spirit of the game” is not lost by over-umpiring.
- 6.3 Actions speak louder than words. Ensure that both on and off the field behaviour is consistent with the principles of good sportsmanship.
- 6.4 Compliment both teams at the end of a game on their good sportsmanship and play.
- 6.5 Be consistent, objective and courteous in calling infringements.
- 6.6 Condemn the deliberate foul as being unsportsmanlike.

CODES OF CONDUCT FOR YOUTH HOCKEY

- 6.7 Publicly encourage rule changes which will reinforce the principles of participation for fun and enjoyment, and reward skill.
- 6.8 Make a personal commitment to keep yourself informed of the rules of hockey and also the principles of growth and development of Juniors.
- 6.9 Be prepared to explain the rules of the game at every opportunity.
- 6.10 Co-operate with officials to discourage improper conduct by spectators.
- 6.11 Be properly dressed and equipped when umpiring.

7. ADMINISTRATORS CODE

- 7.1 Ensure that equal opportunities for participation in Junior hockey are made available to all children.
- 7.2 Involve Juniors in the planning, leadership and evaluation of Junior Hockey programmes.
- 7.3 Do not allow Junior Hockey programmes to be dominated by the needs of the spectators, parents or sponsors.
- 7.4 Equipment and facilities must meet the safety standards and be appropriate to the maturity level of the Juniors.
- 7.5 Rules and duration of games should take into consideration the skill and maturity levels of the Juniors and be graded to provide equal opportunities to all Juniors.
- 7.6 Remember that Junior hockey is played for its own sake.
- 7.7 Distribute these codes to spectators, coaches, players, umpires, parents and news media.
- 7.8 Allocate a fair share of your organisation's resources to Junior hockey.
- 7.9 Ensure that parents, coaches, umpires and other participants understand and implement these codes.
- 7.10 Ensure that proper supervision is provided by accredited coaches and informed officials.
- 7.11 Offer courses to improve the standards of coaching and umpiring consistent with these codes.
- 7.12 Ensure that an organisation runs efficiently and with the minimum of fuss so far as players are concerned.
- 7.13 Remember that Juniors have other interests, so be reasonable in your demands on their energy, time and enthusiasm.

CODES OF CONDUCT FOR YOUTH HOCKEY

8. SPECTATORS CODE

- 8.1 Remember that children play Junior hockey for their own fun. They are not there to entertain you and they are not miniature professional athletes.
- 8.2 Be on your best behaviour. Do not use bad language, shout at or harass players, coaches or umpires.
- 8.3 Applaud good play by your own team and the visiting team.
- 8.4 Show respect for your team's opponents. Without them there would be no game.
- 8.5 Never ridicule or scold a Junior for making a mistake during a game.
- 8.6 Condemn the use of violence in all forms.
- 8.7 Respect the umpires' decision.
- 8.8 Encourage Juniors always to play according to the rules and condemn deliberate breaches.
- 8.9 Recognise and appreciate the value and importance of volunteer coaches and officials.

9 MEDIA CODE

- 9.1 Understand that Juniors are not miniature professionals. Do not place unfair expectations on young players.
- 9.2 Know the difference between adult hockey and Juniors' participation in hockey programmes.
- 9.3 Show that Juniors' fair play and honest effort can also be newsworthy and of interest to readers.
- 9.4 Place incidents of unsportsmanlike conduct in their proper context.
- 9.5 Know the differences between the goals of hockey and those of professional sports. Hockey is played for the love of the game and the level of excellence achieved. Ensure that your viewers, listeners and readers are made aware of the differences.
- 9.6 Report all Junior sport. Do not discriminate on grounds of popularity of a sport at Senior level.
- 9.7 Reveal the problems of Juniors in organised sports and report any violation and distortions of their rights as participants.

COACHING QUALIFICATIONS

The Home Countries England, Scotland and Wales have been working in partnership to produce a UK wide syllabus for 4 Levels of coaching qualifications in line with the UK Coaching Certificate (UKCC). Hockey Coaching UK is the brand name due to each qualification level being recognised UK wide.

The UKCC brings standardisation-

- The Awards are validated by an Awarding Body (Scottish Qualifications Authority in Scotland)
- The Awards are on the National Qualifications Framework
- The quality of the learning programmes are recognised
- The quality of the resources are recognised
- The quality of delivery methods are recognised
- Assessments are standardised and rigorous
- Tutors, assessors and verifiers are all trained to high standards
- Internal and external monitoring of standards is completed

UKCC Level 1 Coaching Assistant

This qualification will allow you to work alongside a Level 2 or above coach to assist in the delivery of the session.

The Level 1 qualification is intended to provide the essential skills and knowledge necessary to run a safe and enjoyable session for players. The course content covers hockey skills, small games, rules and information integrated for the generic areas of coaching such as organising, explanation and demonstration.

Candidates must be a minimum of 16 years old to attend the course and it is suitable for those with some experience of playing hockey and perhaps with practice in helping in a coaching or teaching environment.

The course length is a minimum of 21 hours and is run over a minimum of three separate occasions. Theory work will be completed through on the course discussion and home study tasks. A formal assessment is included within the course along with a short theory exam paper and the candidate will be informed after assessment if they have finalised the qualification.

UKCC Level 2

This qualification will allow you to plan, prepare and deliver a series of coaching sessions independently and work with Level 1 coaching assistants.

The Level 2 qualification is intended to increase the knowledge of the skills but also apply them to tactical play necessary to coach a team. The course content covers attacking and defending skills, principles of play, Goal Keeping and information integrated for the generic areas of coaching such as observation and analysis.

COACHING QUALIFICATIONS

Candidates must be a minimum of 17 years old but will not be certificated until they are 18 and it is suitable for those who have completed the UKCC Level 1. It is compulsory to have an Emergency 1st Aid Certificate and have attended the scUK Safeguarding and Protecting Children course or equivalent training.

The course will involve a minimum of 35 hours of tutored pitch-time and theory work. Theory work will be completed through on the course discussion and home study tasks. A further six hours of practical coaching, some of which should be mentored will take place following the course prior to assessment. Candidates will have two practical assessments; one with adults and one with children and those who are successful will be awarded the UKCC Level 2 in Hockey. The course must be completed within 18 months of registration and it is anticipated that candidates will complete within 6 – 9 months.

UKCC Level 3

This qualification will allow you to lead coaching programmes in conjunction with a group of coaches and other support personnel over a continued period of time in planning and implementing a programme in a safe, enjoyable and challenging way.

The Level 3 qualification is intended to extend the knowledge to devise and implement an appropriate programme of fitness, skill development, tactical play, match preparation and technical corrections for a team playing at a high standard.

The prerequisite to attend the Level 3 course is to have completed the Level 2 coach award. The course is only suitable for those who have experience of coaching hockey in a variety of settings.

The course will be delivered in a variety of ways but currently is held over a three day residential, 6 workshops and then coaches need to produce a full programme of work for a team over a season. This will involve around 40 hours of tutored time, whether on a pitch or through specific modules and at least 20 hours practical coaching including mentored guidance. Assessment will be on two occasions and those who are successful will receive the UKCC Level 3 in Hockey. The course must be completed within 18 months of registration.

UKCC Level 4

This qualification will allow you to design, implement and evaluate the process and outcome of long-term/specialist coaching programmes. It is delivered in a modular format in conjunction with University of Central Lancashire and it is anticipated it will take a minimum of 2 years to complete. Assessment modules are currently; the sporting environment, planning for competition, coaching practice and coaching review and work based experiential learning.

SCOTTISH HOCKEY'S YOUTH DEVELOPMENT MODEL					
	6-8 YEARS	8-10 YEARS	10-12 YEARS	12-14 YEARS	14+
GAME SIZE	DECATHLON (1 V 1)	QUATRO HOCKEY (4 V 4)	MINI HOCKEY (6 V 6)	JUNIOR HOCKEY (8 V 8)	SENIOR HOCKEY (11 V 11)
COACH EDUCATION PROGRAMME	UKCC LEVEL 1-4 COACHING COURSE				
RESOURCES		QUATRO HOCKEY BOOKLET	MINI HOCKEY BOOKLET	JUNIOR HOCKEY BOOKLET	RULES MADE SIMPLE
	DECATHLON POSTER	COMPETITION POSTER	GK DECATHLON POSTER		
	CONTACT POSTER				
	STIX PROGRAMME				HIGHER STILL

NOTES

For further information or assistance please contact

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